CAREER PREPAREDNESS IN THE ENGLISH CURRICULUM

by

Sarah L. Hanke

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Approved by:

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Chapter 1

INTRODUCTION

Background

"Martha-Unprepared for a Life of Employment" is a true account of one woman's sad reflection on her past life. A life she prays that her two daughters will never know.

> I've stood behind the cash register in this little dress shop for more years than I care to remember. I guess I never expected to have to work for a living. But was I ever startled the other day to realize that I've been working for more than 47 years. I couldn't believe it!
>
> When I was a little girl, my father said that it would be a good idea to have a job to fall back on, just in case. But I never really thought about work seriously. I got my first job at 17 and planned to work only a few years, until I got married. Then I worked after I married just to help get started.
>
> But when I was widowed at 32, I had to keep on working to support myself and my two daughters. I feel proud of myself because I managed to put them through school and help them in college. But somewhere I got the idea I would be able to live on Social Security when I got older. It never dawned on me that I'd get only $190. a month. That just doesn't go very far. So here I am, 64, and still working.
>
> I hate the thought of being a burden to my children. But somehow, I was always too busy with the daily pressure of earning a living and taking care of my family to sit down and think about what I wanted to do and what my future would be. I surely want each of my daughters to take time to prepare for her future. (Jongeward and Scott 7)

It is disheartening as an educator to realize the significance of Martha's dialogue. To see her potentially happy and productive life wasted because she had lacked the educational preparation so badly needed. To see her having to now struggle with the uncertainty of her remaining life. To think that her life was painted in shades of gray when it could have been colored in shades of brightness.

For if Martha had had the proper educational background; perhaps, she would have told a far more positive story of her life. But instead, all that Martha could tell is a lesson learned too late. A lesson she had learned the hard way by having lived it. An unlearned lesson as a youth that has left Martha having to worry about her daughters' future.

The saddest point about the illustration is why must Martha have to worry about her two daughters' preparation for employment? Had they not been taught the needed career preparedness during their formal schooling?

One can only speculate about Martha's two daughters' educational training for life. But there is no need for speculation about Martha's granddaughters, if Martha can be assured that they will receive the necessary educational preparation. For as Martha and others like her can testify, career education is not a luxury, but a necessity. It is the means of learning the lesson that Martha had failed to learn. A failure that Martha cannot be totally blamed for. In part, educators have to acknowledge their blame for having failed Martha.

It is of vital importance that educators help future Marthas. Marthas who must be given the power of knowledge which allows them to have "control" over their own future; instead, of it controlling them. For countless others today, like Martha, will live to retell the same account; unless, they are taught the means in which to shape their own destinies- to have the knowledge and skills required to turn grayness into vividness. For the coupling of career education with the array of general education does provide each youth the brush in which to paint color into his or her future.

Chapter 2

FRAMEWORK FOR THE RESEARCH

Statement of Problem

The research will examine the issue of career education and investigate the following question:

Are high school students being provided the career preparedness necessary to successfully pursue their chosen careers?

It is suspected that not enough understanding of the purpose and role of career education is presently given secondary English teachers, because a survey of their view of career education indicates that they possess many misconceptions about it. These misconceptions cloud their thinking of career education and prevent them from using career education as a viable means to aid the acquisition of English subject matter and to enhance the development of each student's intellectual, social, and emotional growth. Career education properly integrated into the teaching of English does allow closer approximation of every student's chosen future career success: success that does color every other aspect of his being, integration that helps erase the chance of future disappointment in each student's career pursuits.

Purpose of Study

The following aspects of career education will be addressed in order to draw sound, practical conclusions about the relationship

between career education and the English program, especially of smaller, rural Kansas school districts. By reviewing the pertinent literature pertaining to career education and English content/mastery and by assessing the findings from two surveys (students of USD 498 and teachers of 2-A school districts), a foundation for answering the following questions is hoped.

1. What is the purpose of career education?
2. What role does career education play in the student's overall educational preparation?
3. What is the working relationship between career education and the English language arts program of secondary schools?
4. What is the presently perceived level of career education need and coverage in smaller, rural Kansas school districts?
5. What accounts for the present level of career education coverage?
6. What is needed in view of the current picture portrayed about career education?

Collectively, the answers will help to shed additional light on the issue of career education in the preparation of students for their adult lives. It attempts to alleviate the misdoubts about career education in the minds of English language arts teachers.

Solution

The research has revealed a natural and mutually compatible relationship between career education and the English subject matter. If English teachers integrate more career education into their English

curriculum and work in a collaborative fashion with others, then high school students can increase their level of career preparedness, thus improving their chances of career success.

Chapter 3

DEFINITIONS

Career Preparedness

In order to discuss the relationship between career education and English subject matter mastery, a new term was created. Career preparedness will serve to represent the relationship between the two diverse areas of education. It will be used to refer to the accumulation of learning gained by the students having been taught career education in conjunction with English and/or other academic subject matter. Career preparedness will be viewed as the student's gained competency resulting from his learning of the interplay of career educational experiences and classroom experiences.

Career preparedness denotes a level of student competency achieved when a teacher employs practices that foster the highest possible level of student comprehension, mastery, and application of learning to his future career endeavors. Career preparedness results largely because the teacher has successfully taught the viable connection between the student's academic world and his career world.

In essence, career preparedness is the quality of preparation provided the student that affords him greater options of choice

in respect to his future life goals connected to his career.

Career preparedness is one vital aspect of the student's total educational experience which allows him to live a happy and productive life. It provides the student with the means to increase his chances of succeeding in his desired life goals. Career preparedness plays a contributing role in the ultimate shaping of the student's future beyond high school.

Career Education

The definition of career education is an evolving one. Since the beginning of 1970, its meaning has grown extensively. It can no longer be viewed in the narrower sense of its original purposes. Although career education has its roots in vocational education, it now encompasses much more than its earlier association. Today's meaning is far more comprehensive.

So in order to fully understand the role that career education plays in the total school picture, teachers must think of its expanded meaning. Career education consists of many, various aspects of the student's career development. To view career education in the limited light of past definitions, destroys the necessary base for understanding the concept of today's career preparedness.

Calhoun and Finch (1982) reinforce that career education

once associated with educational training for a more selective group of students has grown to be associated with all students. This is partly due to the expanding purposes of career education put forth by United States Commissioner of Education Sidney P. Marland who is credited as the father of modern day career education. Marland helped to further the description and popularization of career education for all. Later in 1974, Marland's successor, Commissioner of Education T. B. Bell even more greatly clarified the term.

But the man credited with truly solidifying the meaning of the present day career education is Kenneth B. Hoyt. In his role as Director of Career Education, Office of Education, the purposes of career education has grown more acceptable and workable for educators in reference to the general framework of contemporary education in America.

Therefore, to aid the teacher's understanding of career education, Hoyt's explanation of it given in a speech made at Boston University on July 17, 1977 is provided (Walen 4-5).

> In its broadest function, career education means providing general skills like logical thinking, effective communication and attitudes equipping people to get and change jobs.
>
> Adding career education programs to current curriculum would dilute academic skills and add unpopular costs. The view of the Office of Education is that training regular classroom

> teachers in general work practices so that they can weave this knowledge into their own subject matter is far more effective.

It is hoped that English teachers as vital contributors to their students' overall educational preparation for life will agree with the conclusion put forth by Garth L. Mangum, ed. and others (1975) in the introductory section of Career Education in the Academic Classroom.

> The purposes of career education are the same as the purposes of all education: to prepare the students to understand the society and the self in relation to the society, and to develop the necessary skills to function successfully and with satisfaction in that society. However, career education limits its focus to one function of self and society- that which relates to work and the satisfaction of work (8).

For in November 1974, Director Hoyt prepared a policy paper summarizing the conditions he saw called for educational reform in American schools. Among the eleven criticisms of America's educational systems, he cited:

> Too many people leaving our educational system are deficient in the basic academic skills . . . American education best meets the educational needs of that minority of persons who will someday be college graduates . . . Too many persons leave our educational system at both the secondary and collegiate level unequipped with the vocational skills, self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work (Calhoun and Finch 87).

Even in 1986, what Director of Career Education Hoyt stated fourteen years ago must be carefully considered by today's educators. Are today's students still not provided enough career education as a part of their total educational preparation for adulthood? Is there yet an imbalance in educational concerns? Noting the centrality of work to other life manners, should career education be given greater emphasis in all students' formal learning? Teachers must question themselves. How does career education fit into their overall philosophy of education?

Wanting to bring the defining of career education down to a more personal level for Kansas teachers, especially English language arts teachers on the secondary level of education, an examination of the Kansas Career Education Model is important. For it is the one that Kansas teachers should closely identify with. It should serve as a model to shape their individual school district's career education model. The Kansas Career Education Model serves as a point of departure in understanding career education in a global sense.

In the introductory section of The Kansas Guide to Career Education, the teacher is told:

> The term, career education, is used in general for both the career education program and the efforts of the program on individuals. The Guide uses the term "developmental career education"

as a means to emphasize the developmental characteristics of the effects on individuals- awareness- orientation- exploration- selective formulation- action- career integration of self, work, leisure, and resources.

Further, the Kansas Career Education Model reads:

Developmental career education is a concept involving processes beginning earily in an individual's life and continuing throughout the adult experience. While developmental career education is seen as a life-long series of career education, it here applies to the students entering the formal educational system and continuing through high school, post-high school, and adult education programs.

In summary, The Kansas Career Education Guide (1973) tells teachers:

Developmental career education is designed to help individuals in gaining a knowledge of the four components (self, work, leisure, resources), to assist them in setting life goals for career planning and decision-making, to assist them in translating a self-concept into career terms and to enhance the individual's self-concept in relation to the work world. Developmental career education will help students to investigate life styles in order to establish value systems consistent with their life goals. Through developmental career education students will be able to examine alternatives and use resources to make those decisions that must be made on the broadest possible foundation of knowledge about themselves and their environment (2-3).

And thus, like other educational leaders on the national level, Kansas Commissioner of Education C. Taylor Whittier as leader of the Kansas State Board of Education also spoke for the affirmation of career education.

Today's Kansas Commissioner of Education Harold Blackburn continues to promote the Kansas Career Education Model in hopes of providing local school districts with a conceptual framework of career education: a framework which serves to guide each school district in the preparing of its own career education guide; a guide which allows the individual school to establish the ways it will integrate the concepts of career education into its existing curriculum program.

Whether career education concepts endorsed by the Department of Education are actualized will depend greatly on the carrying out of the wishes of the Kansas State Board of Education. It is vital that teachers realize they share in moving the theory of career education into practical utilization at their own individual school districts. Unless classroom teachers endorse and practice career education concepts, the values theorized will die on paper. In essence, teachers must realize that they hold the key as the transmitters of good theory into good learning experiences for their learners, a responsibility not to be taken lightly by teachers when considering the future life of each student sitting in their classrooms.

English language arts

In order to receive acceptance of the ideas stated in The Kansas Guide for Career Education, it is only right that

English language arts teachers be shown the workable relationship of career education to their English curriculum. To do so, the following research will help.

Within the comprehensive English language arts curriculum, the English instructor teachers the major elements: the skills of reading and the skills of oral and written communication; the study of the language- its history, grammar, dialects, and levels of usage; the arts of literature and the theatre; and the uses of mass media. Each element contributes to a well-rounded English curriculum for secondary students.

By covering the various elements of the English language arts curriculum, English teachers strive to prepare their students to participate effectively as adults in later life. They try to equip their learners with the necessary knowledge and skills to engage actively in society.

Davidson and others in "Career Education in the English Curriculum" from Essays on Career Education and English, K-12 (1980) try to point out the relationship that exists between the purposes of career education and the teaching of English. They write:

> A primary concern is to give learners . . . an opportunity to achieve language communication competencies that will equip them for the responsibilities of adulthood. A major responsibility of the adult is to do work that yields both personal fulfillment and serves to the common good. Further, the English program seeks to prepare learners to participate creatively in the life of the world community. These are career purposes, and they are the purposes of teaching English (7-8).

In order to fulfill career education goals which relate to English language arts, Davidson, et al., propose the following goals for English language arts instructors. These goals relate to the three content areas of career development: 1) self-awareness, 2) career awareness, and 3) career decision-making.

Goal I: Developing Communication Skills Related to Careers

Objective 1: Considering occupations related to English
Objective 2: Recognizing many different kinds of written communication
Objective 3: Using language, spoken and written, in different ways
Objective 4: Experiencing a variety of roles through literature

Goal II: Self-Understanding, Values, Definitions

Objective 1: Developing a systematic method of clarifying values
Objective 2: Considering values, abilities, interests, aptitudes, and attitudes in relation to occupations
Objective 3: Understanding the personal significance of work and career
Objective 4: Considering the relationships between nonprint media and personal growth, occupational satisfaction and recreation
Objective 5: Examining values that produce other values

Goal III: Developing Decision-Making Skills

Objective 1: Making and analyzing career decisions
Objective 2: Gathering information on career choices
Objective 3: Using knowledge of oneself and of careers to make tentative career choices (12-17)

Reflecting back on the various elements of the English language arts curriculum, it is quite possible for the English

teacher to fulfill his or her desired academic goals without omitting the goals that relate to career education. No compromise is necessary.

Career Infusion and Collaboration

The means of relating career education goals to English goals is by way of career education infusion and collaboration. Kilby in Career Education and English, Ideas for Teaching (1980b) suggests that career education infusion is a strategy in which "classroom teachers and other school personnel weave career development goals and activities into the regular academic curriculum and school program (4)." She describes collaboration as the process "of educators, parents, and members of the community designing learning materials and experiences to illustrate to students the close relationship between academic learning and career preparation (4)."

Thus, by using infusion and collaboration strategies, the English langauge arts teacher can successfully fulfill the mutually desirable goals of English and career development.

Congruent and Overlapping Goals

In order to weave effectively career development goals with English language arts goals, the English teacher must first analyze his or her present program and determine the best means to infuse the two. This involves identifying the goals that are congruent, overlapping, or divergent. Charles Suhor in "Goals of Career

Education and Goals of English Language Arts Instruction: A Model" (1980) helps English teachers clarify the difference in each type of goal. With the congruent goals, the career education and English language arts goals match exactly. With the overlapping goals, key areas are similar to other aspects of both the career education goals and the English language arts goals while containing some aspects that are not shared. Finally, "some language arts goals are their own excuse for being-- that is, they are distinctive, having no apparent career relevance except for the student who might later become a language arts specialist . . . (27)."

By clarifying the different types of goals, Suhor hopes to clear up two incorrect notions: 1) that all teaching of English is directly relevant to the student's career development, and 2) that career infusion is achieved by the development of a few career-oriented units. Instead, it is only through proper infusion and collaboration strategies that the concepts of career education can effectively blend with the concepts of the teaching of English. And this is very important for English language arts teachers to understand. For it provides the basis for a workable relationship between career education and English language arts. A discipline central to the student's general education.

By furnishing clear explanations of the terms: career preparedness, career education, English language arts, career education infusion and and collaboration, congruent and overlapping goals, it is hoped that a

solid foundation has been established in which to pursue further the issue of career education as it relates to the English language arts curriculum of smaller, rural high schools.

In the next section of Career Preparedness in the English Curriculum, the presentation of two surveys will be given. Those reading the research paper will view the presently perceived level of career education provided in smaller, rural Kansas school districts.

Because of the author's own invested interest in her school district and those of comparable size, she chose to use them as exemplifiers of possible cases elsewhere. Although the surveys are narrower in scope that perhaps desired, they will hopefully add to the overall purpose set forth in the research paper. For recall, the intent of the paper is to draw further attention to the issue of career education and to stimulate additional interest and consideration from English teachers and/or other academic teachers who have reservations about career education.

Chapter 4

SURVEY SECTION

Introduction

Two surveys were conducted in order to determine the presently perceived level of career education need and coverage in smaller, rural Kansas school districts. The surveys were self-made in construction. Survey #1 was created in order to determine the present level of career education need of Valley Heights students, grades 10-12. A second survey was later created in order to determine the present level of career education coverage provided by English teachers of high schools comparable to Valley Heights.

Together, the surveys would help the author determine if a problem did exist in terms of career education need and coverage.

In order to do the surveying, the author gained permission from the principal and the superintendent of USD 498. She also consulted with her advisor. The Valley Heights' survey was conducted in person by the author. The English teacher survey was conducted by mail. Both surveys were completed to assess the present situation. If evidence did indicate a real problem existed concerning adequate career education, then a solution would be proposed by the author.

What follows in this section are the limitations of the studies; the subjects, design, procedure, treatment of data; findings, conclusions, and recommendations based on the surveys.

Limitations

The author acknowledges the limitations associated with her self-made instruments. Greater refinement of the surveys could enchance the quality of data gathered. However, the data gained does provide some helpful information in which to form conclusions regarding the issue of career education.

Other English teachers and/or other academic teachers who wish to replicate the research are encouraged to further refine the surveys.

The sample size was limited to Kansas English teachers who taught in high schools (9-12) of approximately 2-A size. It would be of interest and value to extend the investigation of career education to school districts of smaller and larger populations. Although this research focuses on smaller, rural Kansas high schools, it would be beneficial to broaden the scope to encompass other areas related to career education. The author's surveys centered predominately on the high school student's career assistance and job entry knowledge and skills.

Survey #1

Subjects

The subjects were sophomores, juniors, and seniors enrolled at Valley Heights High School (USD 498) during the spring semester

of 1986. The students were from the Blue Rapids/Waterville (KS) area. A total of 105 students volunteered to participant in the survey. There were 57 female subjects and 48 male subjects who completed the survey. It figured to 54 percent female participation and 46 percent male participation. The population surveyed was fairly balanced according to gender. Ages ranged from 16 to 18. Valley Heights High School is comparable in socioeconomic status and distribution of sex and race of students in other Kansas smaller, rural school districts.

Design

The survey was one page in length. At the top right hand side of the survey, subjects were provided space to write down their name (optional), sex, hometown, and high school enrollment size. Survey directions read: Answer each statement with the most accurate rating of your high school career preparation. 1= Excellent; 2= Good; 3= Fair; 4= Poor; and 5= None. A total of 18 survey items were listed. Each statement was to be answered according to the subject's perceived level of career preparedness. The survey is given in the appendix section of the thesis.

Procedure

The student survey was done during the regular school day at the beginning of the class hour. Sophomores were surveyed during their English class. Juniors were surveyed during their

American Government class. And seniors were surveyed during their American History class.

The purpose of the survey was given. However, wordage of the explanation was kept neutral so as not to predispose the thinking of the students. Then the directions were given on how to complete the items. Any questions were answered before the students began. It was emphasized that the student could sign his or her name or remain anonymous, but sex identification was needed.

Treatment of Data

In order to determine if a need existed for greater career education coverage at Valley Heights High School, student responses were tallied according to excellent, good, fair, poor, or no preparation. Female and male tallies were done then combined for a total.

Individual female and male tallies were then converted into percentages for each category (#1, 2, 3, 4, and 5). All percentages were rounded off to the nearest whole number. All percentages of female and male responses per item were later combined for a composite score.

The eighteen survey items were ranked in descending order from highest to lowest level of career preparation as indicated by the composite score.

Last, a ratio of total percentages for excellent and good

preparation response to fair, poor, and none were figured. It enabled the number of students who perceived their current career preparation coverage as either excellent or good to be compared to those who perceived their career preparation coverage to be either fair, poor, or none.

Two tables and one chart are provided to summary the data graphically. Table 1 shows female rating of perceived career preparation, and Table 2 shows male rating of perceived career preparation for Survey #1. Chart A shows most to least career item preparation for the Valley Heights students. They are shown at the end of Survey #1 section.

To assess the level of adequate career preparation provided the students, it was decided that any response above #3 (fair) would be considered acceptable. Only excellent or good coverage would be acceptable as the criterion.

Conclusions

The data analysis affirms the need for greater career education coverage in the case of Valley Heights students in grades 10-12.

Looking more closely at the data, the female participants perceived their career preparation as predominately fair to poor. The male participants likewise perceived their career preparation as only fair to poor generally.

Only in typing skills did either female or male participants indicate excellent or good career preparation. All other items for both female and male participants tended to be more heavily

scored in fair, poor, or none. By viewing Chart A for Survey #1, it can be noted that students overall lacked excellent or good career preparation. And the lack became greater as one moved down the list of ranked items.

In fact, except for typing skills and career choice research, the combined scores of the female and male participants showed that sixty percent of the students fell repeatly into categories #3-5 on the survey items.

It is clear that those students who perceived their career preparation adequate in comparison to those who perceived it inadequate is less. The ratio of adequately prepared students to inadequately prepared students is overall greatly disproportionate. The data is not representative of a normal distribution curve for a number of survey items.

It can be concluded that on the whole far more coverage of career education is needed in the high school program at Valley Heights High School (USD 498). It also appears that not enough curriculum development planning has been done in respect to USD 498 goals.

Reviewing the district's goals, two specifically refer to career education and several others relate to it. Goal #13 states students will gain information needed to make career and job selection. Goal #15 states students will develop skills to enter a specific field of work.

As the survey items were structured, they reflect areas which help in the fulfilling of these district goals. The

findings from the Valley Heights survey raise questionable doubt about the present level of career preparation. Even those students on the sophomore and junior level should have responsed higher on the items if district practices reflected the career development program of the Kansas State Department of Education.

Recommendations

It will be advantegous for USD 498 to use more career education infusion and collaboration. Greater district goal obtainment could be achieved if teachers, the guidance counselor, and resource people worked individually and jointly on career education. Also, greater usage of career audio/visual materials could enrich the career education program at Valley Heights High School.

By strengthening the different areas of career development, the high school students of this particular rural school district could be given a greater chance at achieving future career success.

If this seems true for students sampled in Survey #1, then one naturally questions the career preparedness of high school students in other Kansas school districts. Are Valley Heights students the exception to the rule? Are other Kansas high school students lacking adequate career education? Are other Kansas school districts of similar demographies in need of greater career education coverage?

These questions prompted the author's further investigation of the career education issue and necessitated the second survey: career preparedness coverage of Kansas rural secondary English teachers.

Table 1

Female Rating of Perceived Career Preparation- Survey #1

No.	Survey Items	Percentages				
	Description	1	2	3	4	5
1	Career Exploration Course	7	28	32	11	23
2	Career Assistance by Counselor	0	19	23	30	28
3	Career Financial Aid Assistance	11	16	32	16	26
4	Job Interest/Aptitude Test	14	33	19	16	18
5	Career Choice Research	21	16	28	18	18
6	Job Training	5	7	2	21	65
7	Career Field Trips	5	0	7	26	61
8	Career Guest Speakers	4	18	23	26	30
9	Audio/Visual Career Presentations	2	12	19	26	40
10	Letter of Inquiry Writing	11	26	12	25	26
11	Resume Writing	9	25	9	18	40
12	Follow-up Letter Writing	11	16	16	21	37
13	Interviewing Skills	14	16	21	23	26
14	Telephone Skills	14	21	16	19	30
15	Job Application Skills	19	14	21	18	28
16	Typing Skills	49	33	9	0	9
17	Hands-on Experience of Process	4	11	11	16	60
18	Over-all Educational Preparation	9	18	30	21	23

*57 Female Participants

* Percentages rounded off to near whole number on item analysis

Table 2

Male Rating of Perceived Career Preparation- Survey #1

No.	Description	Percentages 1	2	3	4	5
1	Career Exploration Course	6	29	31	10	23
2	Career Assistance by Counselor	4	21	23	25	27
3	Career Financial Aid Assistance	6	17	17	42	19
4	Job Interest/Aptitude Test	10	25	31	19	15
5	Career Choice Research	17	29	25	15	15
6	Job Training	10	6	6	19	58
7	Career Field Trips	2	8	15	25	50
8	Career Guest Speakers	13	19	10	21	38
9	Audio/Visual Career Presentations	6	21	23	25	25
10	Letter of Inquiry Writing	13	21	19	19	29
11	Resume Writing	10	15	21	19	35
12	Follow-up Letter Writing	4	19	23	21	33
13	Interviewing Skills	10	10	23	21	35
14	Telephone Skills	17	10	15	31	27
15	Job Application Skills	10	35	21	13	21
16	Typing Skills	35	42	10	0	13
17	Hands-on Experience of Process	6	6	17	17	54
18	Over-all Educational Preparation	6	27	31	21	15

Survey Items

* 48 Male Participants

* Percentages rounded off to near whole number on item analysis

Survey #1

Chart A

Most to Least Career Item Preparation
(With Ratio)

Survey Items #1-18	#1-2 to 3-5	%#1-2/3-5
Typing skills (1)	4 to 1	80/20
Researched career choice (2)	1 to 1	41/59
Interest/aptitude testing (3)	1 to 2	38/62
Career exploration (4)	1 to 2.	36/66
Job application skills (5)	1 to 2	29/61
Letter of inquiry skills (6)	1 to 2	35/65
Over-all preparation (7)	1 to 2.5	30/70
Guest speakers (8)	1 to 3	26/74
Financial aid information (9)	1 to 3	25/75
Interview skills (10)	1 to 3	25/75
Telephone skills (11)	1 to 3	31/69
Follow-up letter skills (12)	1 to 3	25/75
Resume skills (13)	1 to 3	30/70
Career counselor assistance (14)	1 to 4	21/79
Audio/visual presentations (15)	1 to 4	20/80
Hands-on experience (16)	1 to 6	14/86
Job training (17)	1 to 6	15/85
Career field trips (18)	1 to 12	8/92

* The ratio expresses the portion of students who felt their preparation was excellent or good compared to those who felt their preparation was fair/poor or none. A percentage ratio follows showing total amount for excellent/good vs fair/poor or none.

SURVEY #2

Subjects

The subjects were secondary English teachers from smaller, rural Kansas school districts. Participants were chosen from high schools with a classified enrollment of approximately 2-A. The target group was around 100 high school students per school. However, to get a large sampling of English teachers, school size varied from 75 to 150 pupils in grades 9-12. A total of 76 surveys were send and 54 were returned. Seventy-one percent of the total surveys were completed.

Design

The English teacher survey was one page in length. At the top right hand corner of the survey, subjects were provided space to indicate their name (optional), sex, school, enrollment size, location, and students taught.

Survey directions read: Indicate the amount of coverage given in your English class on career preparedness information as it relates to your teaching of information-seeking skills and written/verbal skills. Write 1 for excellent; 2 for good; 3 for fair; 4 for little; 5 for none. If covered by another department, mark the space with an X. Tem items to answer followed the first set of directions.

Then the survey directions read: For #11-15, answer Yes or No. The five items were placed on the survey to analyze the English teacher's perceived role in career education. At the bottom of the survey, English teachers were asked to write any comments on career preapredness in connection to their English curriculum or to the total school program.

Procedure

The English teacher survey was done during the spring semester of 1986 at the end of April. A letter from the author's advisor and one from herself were sent along with the survey. The letter explained the purpose of the survey and asked for the English teachers' assistance. The survey and letter are included in the appendix section of the thesis.

Treatment of Data

In order to determine if adequate career education coverage was being provided by smaller, rural Kansas schools, the English teachers' responses were tallied for each level of coverage per item. Total tallies for excellent, good, fair, little, none by the English teacher or by another department for items 1-10 were figured. A tally of yes or no responses for items 11-15 were figured.

Then for each survey item, the raw score was coverted into a percentage score. Each written comment from the English teachers was recorded for later referral.

The accumulated findings for items #1-10 from the English teacher survey are shown on Survey #2-Table 1 at the end of the section. A chart showing items #1-10 ranked according to level of excellent and good coverage is given at the end of the section. A list of individual teacher comments is included in the appendix section of the thesis. The English teachers' collective yes or no responses for items #11-15 are worked into the text.

Findings and Conclusions

Nine male subjects and forty-two female subjects signed their names on their surveys. Three subjects did not sign their names nor indicate their sex on their surveys. Thus, the findings reflect the perception and attitude of approximately seventeen percent male and seventy-eight percent female identified respondents and six percent unidentified respondents.

For items #1-10, it was noted that the English teachers indicated another department covered the item on an average of twenty-two percent. This figured roughly eighty percent of the coverage per item being done by the English teachers. Four out of every five English teachers surveyed taught to some degree the career preparedness items given on the survey.

However, it is important to note the level of coverage done by those English teachers. As Chart A shows, excellent or good

levels of coverage averaged less than forty-two percent according to the English teachers' perception. Excellent or good coverage only ranged from fifty-seven percent down to fifteen percent for the ranked items. Only the teaching of the letter of inquiry and the letter of application were covered well by more than half of the English teachers responding to the survey. A noticeable drop in excellent or good coverage by English teachers is seen for the remaining eight items surveyed.

The overall quality of career preparedness coverage for the ten items is inadequate. The surveying suggests that better coverage is needed in the English department. More inclusion of career related learning is needed in the existing English curriculum of smaller, rural Kansas high schools. More collaboration with others is needed by English teachers in regards to career education. Nearly half of the respondents stated their own coverage was fair, little, or none. And three-fourths of the respondents stated they did not teach career education in conjunction with others.

If this is true, would English teachers in smaller, rural Kansas high schools be receptive to any suggestions for improving their career education coverage? The answer was yes. Sixty-five percent of the English teachers surveyed stated they would be supportive of career education introduced into their basic English curriculum for juniors and seniors.

Also, a receptive attitude is revealed from the English teachers' response to item #13: I feel the English curriculum is the correct

place to cover career preparedness for high school students. Of the total number of respondents, thirty-seven percent of the English teachers stated yes definitely and nineteen percent stated yes, if; while thirty-nine percent stated no.

The response to item #14: I would be interested in learning more about a career unit revealed a general attitude of willingness and desire on the part of the English teachers. Sixty-two percent responded yes; seven percent responded may be; while thirty-two percent responded no.

However, it is important to note that written comments from the English teachers reveal why some voiced reservations about career education coverage. Their comments suggest they are not against the idea of career education inclusion in the English curriculum or the general school program per se. Instead, the English teachers' reluctance is tied more to issues of curriculum program development than to the issue of career development itself.

The author concludes that if English teachers were more knowledgeable of career education concepts, then they would be more accepting of it. With proper career education infusion and collaboration strategies, English teachers would see that career education does not take away from the importance of English subject matter. It has the potential to enhance their English program, thus achieving their desired educational goals.

Table 1

English Teachers Rating of Perceived Career Coverage- Survey #2

Survey Items No.	Description	Percentages 1	2	3	4	5	X
1	Students explore career interest	4	24	17	24	6	26
2	Students research & write on career interest	7	19	19	17	13	20
3	Students have A/V presentations &/or Guest speakers	7	7	11	9	37	28
4	Teacher works with guidance counselor	20	19	19	17	13	13
5	Students taught job hiring forms	22	19	19	7	11	19
6	Students taught letter of inquiry	30	22	6	9	13	20
7	Students taught letter of application	39	19	4	11	6	22
8	Students taught follow-up letter	17	30	7	7	19	22
9	Students taught interview/telephone skills	15	15	15	15	13	28
10	Students do writing assignments on computers	19	13	9	9	28	22

Survey #2 Chart A

Most to Least Career Coverage for Items #1-10
Based on Excellent/Good

Ranked Items	Percentages
Letter of application	58%
Letter of inquiry	52%
Follow-up letter	47%
Job hiring process forms	41%
Working with guidance counselor	39%
Working with computers	32%
Interview & telephone skills	30%
Exploring career interest	28%
Researching & writing on career interest	26%
Using A/V presentations & guest speakers	14%

Chapter 5

ENGLISH TEACHER AWARENESS

The information in Chapter 5 will make English teachers more aware of the value of career education and its natural connection to language arts instruction. The chapter will show the potential inherent in the integration of English and career education. It will show by employing the career education strategies of infusion and collaboration, English teachers do have the means of revitalizing their present language arts content and methodology. English teachers do have the means to increase their students' performance and understanding of English.

As Davidson and others explain in their essay, "Career Education in the English Classroom," English and career education do go hand in hand. If one considers a person's career to mean more than merely the description of work for which he gets paid, then the value of career education does relate to the value of English. If career education does encompass all aspects of a person's lifestyle, commitment, involvement, and self-fulfillment, then indeed the teaching of English becomes a valuable resource to everyone (Davidson, 10).

Davidson and others explain it: (10)

> . . . English should become a valuable resource to everyone because of the power it bestows on individuals to see themselves and others and to manage their affairs

competently and with affordability. English also contributes in more specific ways to career education through its emphasis on communication skills. Most productive activities involve communication among human beings.

Realizing the connection between career education and English, no English teacher need feel threatened by using career education strategies in his or her classroom. English teachers should willingly appraise their present teaching methods and subject content to see how career education can be smoothly integrated into the teaching of English subject matter.

To appraise their present English program, Davidson and et al. provide important guide questions for the English teachers.

1. Does instruction avoid an elitist bias; rather than favoring a small group of students, does it serve a broad student population well?

2. Does the teacher, by acknowledging and developing natural linguistic proclivities, help students develop their vocabularies, learn the subtleties of words, perceive relationships, stretch their minds, and engage in a variety of ways of thinking about their potential, their options, and the world in which they live?

3. Is the instruction so pertinent to experiences and events in everyday life that it is relevant to students' concerns and provides them with a way to intrepret and express their own experiences?

4. Does the classroom develop skills that will enable students to argue ideas with themselves and with others in order to clarify their thinking and values and to resolve problems?

5. Are students achieving functional literacy- the ability to read and write according to their functional needs in school and in the world of work?

6. Is the English classroom helping students to know themselves and to know others, not just as fellow transients who pass this way but once, but as human being with whom experiences and understanding are shared?

7. To cultivate such knowledge, is full being made not only of literature but also of role playing, theatre, and activities in such expressive areas as journalism, speech, debate, film, and dance?

8. Is English more than a simple tool for transmitting other subjects? Is it a base on which students can build realistic roles, and will it help them make choices leading to satisfying and fulfilled lives? (10-11)

Davidson and others ask English teachers to appraise their thinking on the teaching of English, because English must be a purposeful, pleasurable classroom for all students. Increasing career education infusion is seen as one excellent way to create such a classroom experience for all English students.

It cannot be denied that career education does interest students. Their need for career education is very real. By showing the relationship between career education and English, English teachers go far in motivating their students. English teacher are asked to understand the value of career education.

It is unfair to ask English teachers to appraise their thinking on the associated value of English and career education without providing objectives and activities in which to fulfill the goals related to English and career education. Therefore, the following objectives and activities are presented to show English teachers the ways career education can be integrated in the English classroom. This list serves only as a point of departure, because with imaginative thinking, English teachers can expand it.

Objective 1- Considering occupations related to English

English teachers could have their students list the names of several characters in literature or persons in real life who have been successful in occupations related to English. By reading biographies, newspapers, or other research sources, students can obtain information that will enable them to describe at least some of the factors that led to the success of these persons.

Or English teachers could have their students write research reports on occupations related to English, describing such matters as the range of opportunities in those fields, the number of persons now employed in these occupations, requisite skills and personal characteristics, educational and training requirements, pay, possibilities for promotion, advantages and disadvantages, and places in the community where such workers are employed.

Or English teachers could have their students write essays illustrating the application of language study to careers of their choice. These essays could include the reasons why they are interested in these careers, personal likes and dislikes that could affect their work in these careers, etc.

Objective 2- Recognizing many different kinds of written communication

English teachers could have their students study specific occupations to determine the amount and the kind of reading and writing done; if possible, they could collect samples of writing by workers in these occupations.

Or English teachers could have their students demonstrate an understanding of a variety of written communication in the world of work by producing an array of these communications and identifying where they are used and why they are needed.

Or English teachers could have their students assemble and examine a variety of written communication from a single site.

Or English teachers could have their students evaluate the written communications as a means of strenthening their understanding of what they and their fellow students know and what must still be learned.

Objective 3- Using language, spoken and written, in different ways

English teachers could have their students play roles and compare language in the following situations: class discussions, peer group discussions after school, student-adult discussions in a civic situation, and peer group interaction in a variety of social situations; or

English teachers could have their students play roles in job interviews and in other career-oriented situations.

Or English teachers could have their students observe- by audiotape, film, or television, in offices or through simulations- various communication techniques used by adults in their work.

Objective 4- Considering values, abilities, interests, aptitudes, and attitudes in relation to occupations

English teachers could have their students take an interest inventory, structure a profile, and analyze the profile for its accuracy in guiding him or her toward a career choice.

Or English teachers could have their students write essays illustrating the application of values, abilities, interests, aptitudes, and attitudes to specific career choices.

Objective 5- Understanding the personal significance of work and careers

English teachers could have their students analyze anecdotal accounts to learn the personal significance of work and careers for various people.

Or English teachers could have their students through interviewing explore the differing values of individuals regarding their work; could invite guest speakers to the classroom; could view videotapes made at work sites.

Objective 6- Considering the relationships between nonprint media and personal growth, occupational satisfaction and recreation

English teachers could have their students role play, construct dialogues, and film and tape their dialogues, illustrating the value of nonprint media in personal growth and social diversion.

Objective 7- Examining values that produce other values

English teachers could have their assess statements in terms of how they can generate additional values.

Objective 8- Making and analyzing career decisions

English teachers could have their students choose occupations in which there are generalists and specialists, interview these workers in terms of job satisfactions and dissatisfactions, and write an analysis of their findings.

Or English teachers could have their students visit a local newspaper establishment to talk to workers, examine the newspaper, and produce a class report on careers in journalism.

Objective 9- Gathering information on career education

English teachers could have their students interview adult workers and describe how life experiences have affected their career development.

Or English teachers could have their students locate sources of information on selected careers, including the school library and school counseling office and sources in the community- private and public employment agencies, computerized information services, vocational education centers, and community colleges.

Objective 10- Using knowledge of oneself and of careers to make tentative career choices

English teachers could have their students prepare a personal resume and/or a portfolio that includes creative or informative writing and other types of communication that may be useful to others helping them determine appropriate career channels and choices.

Or English teachers could have their students use language in appropriate classroom situations so as to gain experience in speaking effectively about their career interests and their personal strengths.

(Davidson, et al.,12-17)

All of these student activities done in the English program involve the usage of career education infusion and collaboration. English teachers have probably employed many of these suggested learning experiences. For as Harry L. Walen states in "Career Education- More in English Than We May Have Thought,"

> I suspect that English teachers have been teaching more about career education than any other teachers in their schools, and that they are better equipped than other teachers to do an even better job (3).

This realization must be recognized by English teachers.

With a realization that career education concepts can be integrated in the English program, English teachers begin to see career education as a non-threatening, non-burdensome aspect of teaching, rather than a time-consuming added curriculum (Walen, 17). English teachers begin to understand the importance of career education infusion in the academic setting. Thus, an important step is made, because as Mangum and others stress, "Career education does not begin or end in the academic classroom, but it does reach its maximum significance there (4)."

But infusion of career education concepts without effective collaboration only partly strengthens the English program's career education integration. English teacher need to use both strategies of career education if the true concepts of career education are to be fulfilled. As Melvin I. Barlow states in "Community Involvement in Career Education- A Metropolitan Area Example":

> The very essence of career education is built upon the idea of using collaborative relationships between school and business and industry to reflect realistically the world of work (1).

So English teachers need to understand the importance of effective collaboration in teaching career education in English. The use of collaborative effort does allow the English teacher to show his or her students that an integral relationship does exist between their educational world and their adult world. It is worth the added effort, because students are provided the

the necessary optimum environment for the proper transition from school to work (1).

To crystallize the importance of understanding the value of career education in the academic curriculum of secondary English programs as well as others, the following significant point is made.

> A person's total life is colored measurably by his or her occupational experiences; these experiences have overtones that affect how a person acts as an individual, a citizen, as a member of a family, and they determine the kinds of contributions a person makes to the total well-being of society. (Barlow, 3)

As English teachers endeavor to teach their students the competencies and values which enable them to more successfully live as future adults in a complex, demanding world, they must not underestimate the role they play as career educators in the academic classroom. All the student's learning does blend together to become a rich reservoir of knowledge for his or her use later in life.

In closing, the following remark by Garth L. Mangum and others is offered to firmly plant in the English teachers' minds that as career educators too, they do not in any way have to subordinate their role as English educators.

> . . . there is nothing antihumanistic, illiberal, or anti-intellectural about it (career education). It offers a way in which academic studies become not only important in themselves but part of the entire enduring fabric of people's everyday living (8).

Chapter 6

SIGNFICANCE OF CAREER PREPAREDNESS

To explain the signficance of using career education in the English curriculum, four noted educators' ideas are shared. Each contributes information that helps to reinforce the importance of integrating career education concepts into the secondary English program. If the central purpose of education is to serve the needs of the students, then the educators' thoughts must be carefully considered by all teachers.

In his book, Problems in Middle and High School Teaching (1979), Adam M. Drayer drives home the importance of motivating students in the academic classroom. Drayer states:

> If it was possible to single out the most important factor in learning, motivation is the reason why one acts or is impelled to activity. In school, it would embrace all the reasons why pupils exert themselves to learn, to develop themselves (67).

English teachers must help instill in their students the incentive to learn. They must provide purposefulness to the tasks that they expect their students to do. For motivation is what causes students to act energetically and with greater continuity of effort (67). When students can personally identify with the task, they are more incline to strive for successful completion of it. Motivation is a driving force that English teachers must try to foster in their students.

Why must English teachers try to foster motivation? Drayer explains it well:

> If he (the student) has a strong will to learn, he will very likely perform at his ability level; if he does not have strong motivation, he will probably never realize his potentialities even though all the other learning conditions are favorable (67).

That is why the focus on career education is seen vital to the teaching of English language arts. It can serve as a powerful motivational factor. Because the learning of English subject matter is tied closely to the learning of career education, the students are able to see the shared value of both. It is that "connection" which prompts English students to work hard in their mastery of the material.

The belief that career education learning is a powerful motivator is based on a comment Drayer makes:

> Not all students are motivated by the same reasons . . . but there are some motives more widely appealing than others (67-68).

Career education is seen as one of those more widely appealing motivators. English teachers would be wise to investigate its greater usage in the teaching of English subject matter. Is it not true that all students are concerned about their future? And is not career success closely tied to their overall future success and happiness? Therefore, why not use that knowledge as a teaching aid?

Drayer continues by saying that the teacher's procedures, methods, and attitudes toward his subject can set in motion motiva-

tional forces. In other words, through his teaching style, the teacher can set the stage for real learning. He sets the stage for real learning by: 1) explaining the meaningful purpose for learning the material; 2) showing its contribution to the students' growth; 3) showing its integration with other curriculum, and 4) showing its own importance and value to each individual student (68). By properly setting the stage for learning, the English teacher has gone far in his efforts to achieve real fulfillment of his desired goals.

In terms of teaching methods employed, Drayer emphasizes that "There is no justification for the deadly monotony of unchanging rountine. The classroom can and should hum with a variety of activities (71)." In order to avoid student boredom, Drayer suggests teachers use a wide variety of procedures and instructional aids. Career education seems to lend itself to these practices. Because of the collaborative nature of career education, the opportunity for variety is possible. English teachers can find many interesting and informative teaching strategies: like video taping, tape recording, filming career resource people or students modeling career activities. Nothing kills the love for learning faster than sameness in the classroom.

Before moving on to the second author, one final point needs to be emphasized. Drayer remarks:

> Even though a student is not interested (at the present time) but sees the value of the subject for him- perceives it is

> necessary and useful in his daily life, or that it is a prerequisite to some larger and more remote goal, he may exert himself to study . . . he may apply himself if he recognizes its utility in his school work and future life (72).

Again, this reinforces why the integration of career education in the English curriculum is so important. There are obvious advantages to its inclusion.

A second author, Theodore R. Sizer sheds additional light on why career education infusion in the teaching of English is important. After doing an extensive study of high schools, Sizer wrote a book entitled, Horace's Compromise: The Dilemma of the American High School (1984). He takes a look at the "triangle"- students, teachers, and subjects. In his book, he fictionalizes an English teacher named Horace who is depicted as tolerating the chasm between the necessary, the provided, and the acceptance of big rhetoric and little reality (21).

Sizer speaks of the "hungry" student who want to learn. But ironically, the system itself seems against him really learning. These hungry students learn at a meager level. They develop few skills for examining the nature of ideas. They are not asked to interpret and to explain their reading (58).

Sizer notes:

> What is especially troubling is the low level of their reasoning skills, the ability of analysis and synthesis. While students seem to be improving in rote-level . . . their ability to think critically and resourcefully is lamently weak and is continuing to weaken (58).

Can that comment by Sizer be totally refuted? Can English teachers safely assure others that his comment does not apply to students sitting in their English classroom?

Sizer also stresses the importance of student incentive. He speaks of the high school program and its desired educational goals for all students. After explaining the desired goals, Sizer adds, "The lack of connection between stated goals, . . ., and the goals inherent in school practice is obvious and curiously toleranced (81)." He sees this resulting because, "Dialogue is strikingly absent and as a result the opportunity of teachers to challenge the student's ideas in a systematic and local way is limited (82)." Sizer infers that careful probing of students' ideas are not a priority. He concludes that students certainly do not learn things merely from lecture and textbooks (82).

If such is the case of high schools, teachers should begin to re-examine their classroom practices. Are Sizer's beliefs characteristic of far too many English classrooms and/or others?

Sizer adds that few teachers are aware of the fine tuning and interrelationship associated with curriculum development and planning. He is very critical of teachers. He sees teachers looking at their curriculum through the special lens of their own subjects. They look at the time and the textbook required or available and then slice their subject matter up- remote from overall curriculum objectives (91).

As a result, Sizer says it is no wonder that eager students turn into docile students who wait patiently for their high school diplomas (93). Are these students waiting in English classes?

If teachers are purveying knowledge as Sizer contests, then English teachers as well as all other teachers must work together to correct the matter. All teachers must realize that learning is achieved by doing. They must realize that subject matter instruction cannot be isolated from the needs and purposes of their learners (94).

Sizer stresses that teachers must understand:

> . . . these skills, reading, writing, spelling, listening, measuring, estimating, calculating, seeing- and the basic modes of imaging and of reasoning should be at the core of high school work (106).

and

> . . . they (core curriculum) are best learned by experience and they are best taught by coaching. Teachers can tell, show, demonstrate, but students must practice; otherwise, the whole process is an abtraction (106).

Sizer insists that teachers understand that their students are not just their captive audience. Teachers must allow their students to teach themselves. Teachers must stop providing answers and insist that students find the right answers themselves (131), because students feel through ownership, a shared stake in the learning (165). This ownership, in turn, generates real student learning of the subject matter.

By teachers moving learning from a level of abtraction to a level of application, it gains real meaning for their students. It allows their students to be active participants in their own learning experiences. This genuine student involvement in the learning process does in turn create true student commitment. Career education infusion in the English program is seen as a vehicle in which student commitment is actualized.

At present, evidence points out that a heavy reliance on student involvement is not currently practiced in the classroom. John L. Goodlad reports in A Place Called School (1984) that a reliance on student involvement through a wide range of classroom activities is not happening. From his study of 1,000 classrooms in 38 different school systems, Goodlad calculated the following in terms of time spend per activity by students:

25.3 percent on listening to explanations or lectures
15.1 percent on doing written work
5.1 percent on discussing materials
4.5 percent on verbally practicing or performing
1.9 percent on reading materials
1.6 percent on watching demonstrations
2.8 percent on role playing or doing simulations
0.1 percent on watching audio/visual materials

(from Table 4-3, 107)

What is being down by the above is that time spend on a good variety of learning activities are not characteristic of a vast majority of classrooms. Teachers are not effectively

using an array of interesting and student oriented learning experiences. Goodlad uses an expression that sums it up nicely: Much of classroom activity is like "painting-by-numbers (108)." Today's students are far more willing and able to create their own paint brushes. The resulting classroom picture would be of greater vividness and fullness.

It is ironical that teachers verbalize the importance of students becoming independent learners; yet, their classroom practices still show their restrain and dominance. Such an approach to teaching does not facilitate productive student learning. They must practice what they profess.

John Goodlad also adds that encouraging student involvement and interaction with the teacher and other class members is associated with student satisfaction and performance. Students do respond positively when desired pedagogical techniques are employed (127).

Goodlad gives several recommendations to improve the present picture of America's educational system. He stresses, "If teachers can be persuaded to take the first step- namely, an assessment of their own classrooms . . . - a beginning will have been made. Otherwise problems are shrugged off as existing somewhere else, perhaps, but not there (129)." Thus, the importance of teacher self-assessment is stressed again, especially in regards to integrating the concepts of career education in the secondary curriculum of smaller, rural Kansas school districts.

At this point, it would be unfair not to provide concerned English teachers with some constructive ideas in which to reshape their English programs. So it is suggested that English teachers read Stephen N. Judy's text, Exploration in the Teaching of English (1981). Central to the entire text is Judy's belief that English teaching should be student oriented, not subject matter oriented.

It is because of the author's shared belief of student oriented teaching that she writes of the significance of career education infusion and collaboration in the English curriculum. As a fellow English teacher concerned about the future of each student in her English classroom, she wants the chapter information to sodify in the minds of other equally concerned English teachers the value and importance of career education.

What Judy proposes is a kind of Hegelian synthesis to the teaching of English. He asks that "English teachers think seriously about the claims of both the traditional and the new English, and to reject what has been faddy or tready about the new, and to blend it sensibly with the workable parts of the old (xiv)." This requires each English teacher to explore, test, and re-examine his aims and basic approaches to teaching English subject matter to his students.

To assist the English teacher, Stephen N. Judy offers, "The the concerns of the 80's is for English teachers to fuse their

subject matter into an integrated whole (26)." This would enable students to learn language arts skills in an interrelated fashion. Instead of a piece meal approach of grammar one day, then literature another, etc. several aspects of the language arts learning could be taught jointly. Why not, blend with the integrated whole, the learning of career education?

The reason Judy stresses an integrated whole approach to the teaching of English is because it allows a more naturalistic approach to learning. As Judy puts it:

> People learn language only when the language is being used for real purposes . . . no one learns very much about language either by studying language or by completing practice exercises that are isolated from real life . . . one cannot teach language unless the setting for its use is important to the learner (42).

Therefore, Judy suggests that English teachers provide realistic experiments. To allow students to experiment with their language where both the errors and successes would be evident (45). Thus the central aim for the English teacher must be according to Judy: helping students participate in the community of language to the fullest possible extent by providing situations and experiences that allow them to use language naturally and pleasurably (49). Like John Dewey and Jean Piaget, Stephen N. Judy's naturalistic approach has the student's best interest at heart.

Judy is quick to point out that the learner is the central concern of English educators. He reinforces:

> Perhaps the most neglected aspect of curriculum building has been the learner. . . Curricula are constructed with the discipline- grammar, rhetoric, criticism- at the center, and students and their interest simply must be fit in around this center.

As a way to accomodate students, Judy endorses a well-constructed thematic unit approach to teaching English. Within the unit one topic is covered. Through the coverage of one theme, students are taught in an interdisciplinary style the skills of reading, writing, listening, and speaking effectively. The teaching of English subject matter could be taught with a thematic unit focused on career education.

This interdisciplinary style used in the thematic unit is what Judy refers to as "orchestrating" a unit. It involves creating a sequence of materials and activities that allows the course objectives to be met while providing an interesting mix of activities for the students (97).

As Judy sees the use of interdisciplinary style of teaching, English teachers are asked to cut across subject matter lines and to open up language arts classes; thus, enlarging the range of English (323). Career education concepts lead themselves to this strategy of teaching.

Ironically, what Judy sees stopping the full implementation of interdisciplinary teaching are the forces of the back to basic push, parent control, and class load (327). These preventive forces are felt by English teachers across Kansas and the United States.

The final chapter of the thesis shows why a greater student oriented curriculum design and approach to teaching is important. The final chapter focuses on the present picture of today's society. By presenting the facts about today's society, the reader will be able to understand the significance of career preparedness for all high school students, especially in respect to their study of English language arts.

Chapter 7

SIGNIFICANCE OF STUDENT CAREER PREPAREDNESS

When considering the significance of career preparedness, it is crucial to view it from the students' perspectives. What future demands and expectations will be placed on them as competent adults? What educational training will be needed by graduates in order to met life's demands and expectations of them? One can only answer these questions by looking closely at the American society as it exists today and by looking closely at what presently is being voiced in respect to the schooling of America's students.

As the author contends career education is indeed essential. It is an area of student learning that cannot be slighted by educators universally. For when speaking of being properly prepared for life, one cannot ignore the need for proper career education along with other needed ares of education.

The author believes that all areas of education interlace and a weakness in any one vital area of education does jeopardize the ultimate success of students entering and competing in the careers of their choosing. This failure does undoubtedly darken the overall success and happiness of their lives. And the author is certain that no English teacher, nor any other educator, deliberately intends to jeopardize the chances of his or her students' future well-being.

So what follows is not intended to paint a picture of doom and gloom, but to reflect a realistic picture of American society. Numerous pages could be given, but only the major facts will be stressed. They will make the author's concerns apparent to the reader.

The author acknowledges the difficulty in defining the terms: literacy and illiteracy. The only point the author wishes to make is that English teachers cannot rule out the existence of America's illiteracy problem, nor can they rule out the possiblity of their students being among the ranks of the illiterate.

The illiteracy problem is devastating in view of today's information rich world which demands all citizens to read. The better they read, the better they succeed. Students as future citizens will be flooded daily with information from all the different media sources. They will be called upon at home and work to use their reading skills. Will tomorrow's adults be sufficiently schooled to read well?

This question is vital to ask because the need to read well will not dimish as time progresses. Although technological advances may chance the face of America, reading will remain basic to being well-educated. The printed word will not die as futurist try to claim. History itself proves that truth.

Equally important to the well-being of adults is the ability to communicate well in both the written and verbal form. Much of the

success associated with entering and competing in the working world hinges upon a person's ability to effectively communicate. It is often the critical factor employers use in judging the ability of an individual to relate to others in the work place. When evaluating a person for employment, often poor communication skills distract from any other admirable qualities a person may possess.

The concern for effective communication skills by all students is a valid one, because proof is evident in today's business world that many adults lack these skills. Proof from a survey of 514 business executives verify its truth. In a survey done by a panel of educational researchers, they report that business people voice a sixty-five percent decline in the reading level among newly hired employees, and they also voice a seventy-five percent decline in the writing and speaking ability of newly hired employees (High School and the Changing Workplace, 4).

Therefore, educators and in particular, English educators should be gravely concerned about what businesses are reporting. For in today's society, a truth is known: Those who fall short of their prospective employer's needs and expectations are often rejected from employment or are soon replaced by others more competent. For in reality, the surplus of qualified employees today far exceeds the demand in many job areas. This reality must be made apparent to students before they attempt to compete in the working world.

Educators must also realize that sixty percent of today's jobs will

deal with information as its primary product; thus a lack of basic language arts skills in today's students cannot be tolerated. Educators cannot rule out the chances of 6 out of every 10 students' future success because they do not have the essential language arts skills.

At the present, the author wonders if America's high school graduates are truly prepared? In order to more fully enlighten English teachers and other educators, the author wishes to share a report from the panel of secondary school education for the changing workplace prepared by the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. By providing an overview of the report, the significance of educating today's students will become more apparent.

Because so many statements are made in the report, the ideas will be simply listed for reviewing.

> A major assest requirement by employees of high school graduates seeking upward mobile careers is the ability to learn and to adapt to changes in the workplace. The ability to learn will be the essential hallmark of the successful employee (xi).
>
> Technical education, vocational training, and curricula providing specific job skills can enhance a student's employability, but cannot substitute for education in the core competencies (xi).
>
> A positive attitude and sound work habits are of basic importance. Employers place a high value on reliability and cooperation. At the same time, with increased employee participation in decision-making, the ability to offer constructive dissent without hindering teamwork will assume greater importance (xi).

The largest segment of the American work force consists of high school graduates who have not attended college (x).

Employers indicate wide dissatisfaction with the educational quality of high school graduates . . . (x).

It is high school education that lays the foundation for future success, both academically and in the world of work (x).

Those who enter the work force after earning a high school diploma need virtually the same competencies as those going on to college, but have less opportunity to acquire them. Therefore, the core competencies must always come first during high school years (xii).

They (panel) realize education has broader goals than training students for jobs (xii).

The panel proposes closer cooperation among schools, school boards, government, employers, parents, students, and community groups in developing the career guidance information and training that prospective workers and their teachers need (xii).

When the panel speaks of competencies, they are referring to those competencies that will be needed by high school graduates for success in the workplace, both at the entry level and throughout a 45-50 year career in a constantly changing economic environment (xii).

The panel's report is given to identify, from the employers' perspective, the basic education needed for effective, upwardly mobile, lifelong participation in the American work force (xii).

Over a working lifetime, most individuals work for several employers- 10 on the average- and in at least as many different jobs (1).

However, only 1 American worker in a 100 is with the initial employer 10 years later and 1 in 5 leaves his/her occupation every year . . . (14).

The panel of 20 leaders in the business world believes improving the quality of high school graduates; thus, sending better equipped young people out into the job market will help more of them to overcome the difficulty

of finding the cruel early jobs. A well-prepared individual constitutes a far better prospect for an employer (4).

Change in demographic and structure of the American working population will certainly affect terms of competition for jobs, but they will not affect what employers look for in new employees (6).

Many people assume that advanced technology requires higher skills; in reality, it often requires different and sometimes lesser skills. . . There is, however, an enduring need for competence in grammar, punctuation, and vocabulary (9).

The new technology tasks require the ability to follow instructions rather than the exacting skills involved in performing the new technology tasks (9).

What defines and limits a career is the individual's ability to learn throughout life. Technology will change, businesses will change, the content of a given job will change, and one's employer will change. What will never change is the need to adapt to new opportunities (14).

The panel concluded that the need for adaptability and life-long learning dictates a set of core competencies that are critical to successful careers for high school graduates. These competencies include the ability to read, write, reason, and compute; an understanding of American social and economic life; a knowledge of the basic principles of physical and biological sciences; experience with cooperation and conflict resolutions in groups; and the possession of attitudes and personal habits that make for a dependable, responsible, adaptable and informed worker and citizen. Together these competencies comprise what are needed to prepare a young person for an uncertain future (19).

The panel believes the education needed for the workplace does not differ in its essential from that needed for college or advanced technical training (19).

It is precisely in the basic intellectual skills, however, that young employees show the greatest deficiencies. Many lack the ability to draw correct inferences from written,

> pictorial, or mathematical information; to understand oral instruction; to develop alternatives and reach conclusions; to express their ideas intelligibly and effectively; and to apply such basic concepts of economics as profit or cost (17).
>
> All Americans need a command of standard English in its written and spoken forms. They need the capacity to reason and solve problems. They need the ability to understand the consequences of alternative courses of action. Each student must be able to read, comprehend, and intrepret written material (20-21).
>
> It has been said a person can write no better than he or she can think. All students need to be able to organize information and state it clearly and concisely in a written form that is grammatically correct (21).
>
> These competencies are not new ideas . . . However, from the employers' perspective, the fact is that too many graduates leave high school without an adequate command of these competencies- an assertion that has been amply documented by the numerous reports on American education issued in the past two years (29).

After reviewing the numerous claims by the educational panel, the author hopes that other English teachers and educators can more closely identify with her concern for career preparedness for today's high school students. Again, the question must be raised: Are America's schools addressing the highest priority needs of their students?

Dale Parnell cites in The Case for Competency-Based Education (1978) that too many of concerns of American contemporary society have no home in modern school curriculum, leaving vital concerns to chance. He insists that changes must be made. Instead of continuing to met students at the point of subject matter need, educators must

met students at the point of real-life needs (21).

Keeping pace with the rapidly changing needs of the American society has demanded newer, more innovative approaches to education. Career education is viewed as one of the newer, more innovative approaches to meeting today's students at their point of real-life needs.

The life portrayed in literature of earlier times in American history is no longer true. Rapid change is drastically altering the picture of American life. Patterns of American family life once known have given way to newer, more diverse patterns. The traditional pattern of American family life with dad as the sole bread winner and mom as the housekeeper and nuturer of the young is disspelled.

Major changes in the economic and social realities of today's world have altered the picture of family life. Today, out of choice and/or necessity, women are comprising a grewing segment of the American work force. In 1985, sixty-four percent of all women age 16 to 64 were in the civilian labor force according to a factsheet published by the National Commission on Working Women (An Overview of Women in the Work Force, 1985). The growth of working women in America has tripled in only the past thirty-five years- from 18 million in 1950 to more than 51 million in 1985. This continually exposive growth of women workers will reshape the future picture of the working world of the 21st century. A time when today's graduates become tomorrow's working adults.

Education for all of today's students is vitally important.

American society dictates that urgent demand. And career preparedness is one way to met that demand.

The gravity of the author's statement is reinforced by a statement made by the National Commission on Excellence in Education. In the Commissioner's report, A Nation at Risk: The Imperative for Educational Reform (April 1983), they state:

> All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the upmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgement needed to secure gainful employment and to manage their own lives, thereby serving not only their own individual interests but also the progress of society itself (8).

This promise offered to all children appears threatening today. America is witnessing a new type of class division. According to Jonathan Kozol, noted author of Illiterate America (1985),

> America is rapidly becoming a nation made of two classes: those Americans who by virtue of their education have choice and thereby control over their lives, and those who do not (paraphased)."

This reality was soundly voiced to all of America on national television on September 3, 1986.

So who can dare say that quality education is a luxury for a select few. It is not. In truth, quality education encompassing career education is essential for all. No one should be denied the excellence of education that paints vibrancy into his or her future. Martha would have it no other way.

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APPENDIX

includes

Surveys/Cover letters

Rural English teachers' comments

Additional teaching resources

#1

Name (optional) _____
Sex _____
Hometown _____
Enrollment size _____

CAREER PREPAREDNESS SURVEY

Directions: Answer each statement with the most accurate rating of your high school preparation. 1= Excellent; 2= Good; 3= Fair; 4= Poor; and 5= None.

_____ 1. I had a career exploration course.

_____ 2. I had career assistance from my guidance counselor.

_____ 3. I had information on career financial aid.

_____ 4. I had a job interest/aptitude test to aid my career choice.

_____ 5. I had researched my career choice.

_____ 6. I had on the job training in my career choice.

_____ 7. I had career field trips.

_____ 8. I had career guest speakers.

_____ 9. I had audio/visual career presentations.

_____ 10. I had been taught to write a letter of inquiry.

_____ 11. I had been taught to write a resume.

_____ 12. I had been taught to write a follow-up letter.

_____ 13. I had been taught interviewing skills.

_____ 14. I had been taught telephone skills.

_____ 15. I had been taught to fill out a job application.

_____ 16. I had been taught typing skills.

_____ 17. I had real "hands-on" experience by using my career information in an actual job hiring process.

_____ 18. I had the over-all educational preparation necessary to feel confident in seeking future employment.

* Any additional comments you might share about your high school career preparation would be appreciated. (write them on the back) Thank-you for your assistance.

KSU
KANSAS STATE UNIVERSITY

Department of Curriculum and Instruction

College of Education
Bluemont Hall
Manhattan, Kansas 66506
913-532-5550

April 22, 1986

Ms. Sarah Hanke, an English teacher at Valley Heights Junior-Senior High School in Blue Rapids, Kansas, is conducting a survey to determine the amount of coverage given in English classrooms to career preparedness information as it relates to the teaching of information-seeking skills and verbal/written skills. From the information gained, she will design a career preparedness course whose purpose is to increase students' basic skills. The course is future oriented and is intended to aid student transition from school to the working world. The course integrates academic settings with vocational settings and will prepare students for productive and fulfilling work experiences.

The data gathering and the resultant course design are a part of Ms. Hanke's master's degree program at Kansas State University. Her findings and resultant course are parts of a strategic plan to strengthen the Kansas vocational education programs.

If you have any questions, please feel free to contact me at my office.

Sincerely,

Richard G. Hause

Richard G. Hause, Professor

RH:ldw

HARRY E. JOHNSTON, Principal
(913) 785-2508 Waterville

DR. LANCE C. NICHOLS, Superintendent
(913) 785-2398

Valley Heights Jr.-Sr. High School
Attendance Center of U. S. D. 498
"Home Of The Mustangs"
Blue Rapids, Kansas 66411

RR# 1, Box 188
Waterville, KS 66548
April 28, 1986

Dear English instructor:

I would like your valuable assistance with an endeavor of mine. I am completing my master's in education (curriculum and instruction) at Kansas State University, Manhattan, Kansas.

As a part of my program, I am researching and creating a career preparedness unit for the English curriculum for high school students.

I am needing to survey the types of career preparedness courses presently being offered. Your completion of my survey will be most helpful to me.

I have enclosed a letter of endorsement by my major professor. It should help explain my concept to you.

If you have any additional comments or suggestions, I would appreciate hearing from you. If others in the English department can also assist me, feel free to make copies of my survey to distribute. Or if another teacher covers career preparedness information, please pass the survey on to him or her.

Thank-you for helping a fellow English instructor. Each in our own small way can better our educational system.

Have a relaxing summer. And best wishes for a happy and productive 1986-87 school year.

Sincerely,

Sarah Hanke

Mrs. Sarah L. Hanke
913-562-3894

#2

Name (optional) _____
Sex _____
School _____
Enrollment size _____
Location _____
Students taught _____

CAREER PREPAREDNESS SURVEY

Directions: Indicate the amount of coverage given in your English class on career preparedness information as it relates to your teaching of information-seeking skills and verbal/written skills. Write 1 for excellent; 2 for good; 3 for fair; 4 for little; 5 for none. If covered by another department, mark the space with an X.

_____ 1. I have my students explore their career interests.

_____ 2. I have my students research and write on their career interes

_____ 3. I have audio-visual presentations or guest speakers on caree topics for my students.

_____ 4. I work with the guidance counselor to assist students with career information and financial aid information.

_____ 5. I teach my students how to complete the different forms used in the job hiring process.

_____ 6. I teach my students how to write a letter of inquiry.

_____ 7. I teach my students how to write a letter of application.

_____ 8. I teach my students how to write a follow-up letter.

_____ 9. I teach my students interviewing and telephone skills.

_____ 10. I have my students do writing assignments on the computer.

For #11-15, answer with Yes or No.

_____ 11. I teach career information in conjunction with other teacher

_____ 12. I feel our school provides the over-all education needed for our students to feel confident when seeking future employmen

_____ 13. I feel the English curriculum is the correct place to cover career preparedness for high school students.

_____ 14. I would be supportive of a career preparedness unit introduc into the basic English curriculum for juniors and seniors.

_____ 15. I would be interested in learning more about a career unit.

* Please, write any comments you might have on career preparedness in connection to the English curriculum or total school curriculum scheme.

Misconceptions & Concerns Voiced by Rural Kansas English Teachers in Written Comments on the Career Preparedness Survey

I wouldn't object to handle career preparedness in English classes if there was time. I spend as much time as I can on career preparedness. I'm rather busy trying to teach them to write and comprehend literature. If I can teach them basic readin' and writin', I'll be darned lucky without a bunch of this other stuff. "English" tries to cover too much.

I feel the English curriculum is the correct place to cover career preparedness, but "my" parents of students holler about- "It's not in the textbook!"

I would be very interested in seeing this unit, if it were practical and something which can be used in an already crowded curriculum.

Since a sizeable number of students with whom I work either go to Vo-Tech and/or stay in a rural area for a job (the farm or otherwise), I realize it is important to prepare them for their "career" in whatever way I can.

Our yearbook class has become a vocational English course geared to non-college oriented students.

Our upper level English classes (11-12) are divided into college prep and vocational. The college prep have limited exposure while the vocational group has extensive work.

Not in the regular English class but in teaching vocational skills in Basic English.

Already have trouble covering everything! It is difficult to justify taking anymore time out of the English curriculum when there are so many days taken away for other reasons at the present. Track, golf, pleasure, tiddle-winks.

If the English department works on communication skills, there will be easily transferred to the business world.

I have only 9th and 10th graders.

Supportive, if it's short and sweet.

Those with computers, do assignments on their own.

I'd be intersted if the unit were offered to college-bound students.

Additional Teaching Resources

1. From Wilcom, Inc. 513 West Taft Drive South Holland, Illinois 60473

Planning Beyond High School

This series alerts students to the following topics:

1. Education as a Continuing Process
2. The Need for Planning
3. Getting a Job
4. Different Types of Training
5. About the Different Types of Colleges

The series consists of 12 reels and audiotapes. 180 minutes

Career Clusters: An Introduction to Related Occupations

This series is over 15 different job clusters.
It includes a reel and 8 audiotapes. 120 minutes

Career for the 21st Century

This audio/film builds awareness of the need to plan before graduation and stimulates career decisions.
It includes a reel and 8 audiotapes. 120 minutes

2. From Projected Learning Programs, Inc. Box 2002 Chico, CA 95927

Successful Interviewing
Expectations on the Job
The Employability Inventory
Life and Career Planning
The Resume
Job Application
Finding and Following Up Job Opportunities
Living With Your Paycheck

This series of films help teach the job hiring process.

3. From Guidance Associates, Inc. Box 3000 Mount Kisco, N.Y.
Toll free- 800-431-1242

Why Work at All?
Women at Work
Leisure: Using It Productivity
Making the Most of Your Talents
The Changing Work Ethic
Labor Unions: What You Should Know
Jobs and Gender
Career and Lifestyles
Yes You Can! Setting Goals and Reaching Them
Self-Fulfillment
Career Values
Career Choice
The Paycheck Puzzle
Career English: Communicating on the Job
Job Hunting
Reading on the Job
Writing on the Job
No Boundaries: Equal Career Opportunity for All
Jobs for the 80's
Preparing for the Jobs of the 1990's
Decision-Making Skills
Life Skills
Who Can Help You?
Is There Life After High School?
Dropping Out: Road to Nowhere
Drop Out or Hang In

All excellent or good sound filmstrips, sound slide shows or filmstrips-on-video programs.

4. From the University of Kansas Film Rental Library Catalog 1983-85 Vol. 84, No. 5 at Lawrence, KS 645 New Hamsphire

Booking number 913-864-3352 M-F from 8-12 & 1-5

Applying for a Job
Aptitude & Occupations
Choosing Your Occupation
A Different Drum
Job Interview Pro Bowl
Personal Qualities for Job Success
What Shall I Be?
Your Job: Applying for It
English on the Job
Face to Face Pay Off

5. Educators Guide to Free Audio/Visual Materials 1984
James L. Berger, ed.
Educators Progress Service, Inc.
Randolph, Wisconsin 53956

6. From General Learning Corporation Box 310 Highwood, Ill. 60040
Career World

A magazine for high school students
Easy reading and relevant articles

7. Jobs! What They Are . . . Where They Are . . . 1985
by Robert Snelling, Sr. and Anne Snelling
Simon & Schuster, N.Y. 10020

Comprehensive directory of hundreds of jobs
Tells what jobs are available.
Tells the duties and responsiblities involved.
Where they are located.
How much they pay.
The education and skills needed.
The possibilities for advancement/future growth told.

Excellent teacher resource

8. The Young People's Yellow Pages: A National Sourcebook for Youth

Excellent source for student reading
Chapters on Making the Best of High School
Money, Money, Money
Get a Job
Careers: Plans and Fantasies
College Checklists
To Be an Artist
Trade Schools and Training Programs
Plus other helpful chapters (20 total)

9. Guidance- Career Education (free catalog)
Box 802
Culver City, CA 90232-0802 or 800-421-4246
by Social Studies School Service

10. Perma-Bound
Hertzberg-New Method, Inc.
Vandalia Road
Jacksonville, Ill. 62650

Several excellent or good books for student reading on careers

11. Fawcett Books
Ballantine Books
A Division on Random House, Inc.
201 E. 50th St.
N.Y., N.Y. 10022

Several excellent or good books for student reading on careers

12. Marshall Cavendish
147 West Merrick Road
Box 410
Freeport, N.Y.

A series of career books describing different jobs. Narrative form Each $5.95

13. Winning the Job Interview Game: Tips for the High-Tech Era 1985
by Jo Danna, Ph.D.
Briarwood, N.Y. 11435
Palomino Press

Excellent resource for teachers for teaching or personal use

14. From Richard E. Roberts' article "Career Investigation and Planning in the High School English Curriculum," in M.M. Kaiser's text, Career Education and English, K-12 1980 from NCTE: Champion, Ill.

An excellent list of literary works pertaining to career education. Unit ideas: Who Am I?; What Do I Want Out of Life?; What Is There for Me to Choose From?; How Do I Go About Getting the Job? and What Happens When I Get the Job?

Highly recommended in high school English literature studies

15. Anderson, Paul and others
Career Development Curriculum for English
Minnesota Univ., Minneapolis College of Education
Minnesota State Dept. of Education, St. Paul, Mn.

Excellent complete unit on student career education
Four sections: Who Am I?
What Are the Life Options Available?
What Should I Consider When Investigating an

an Occupation?
What Do I Do Next?

Each unit provides rationale, list of objectives and activities, detailed descriptions of specific learning activities.

Excellent source
Can be ordered from the above address

16. The following career information activities can be incorporated into an English unit or done individually throughout the school year.

Survey today's job market
Do a family history on jobs
Do student job interest/aptitude testing with counselor's help
Do a research paper covering aspects of a specific career area of student's choice
Do the different job hiring forms
Do job interviews
Visit job locations
Have students do a on-the-job day visit
Do a career publication
Have a job fair

This is only a partial list of activities that can be used. Remember, it is important to have the students actively involved in the planning and carrying out of each. Rely on career resource people and materials.

17. A special thank-you goes to Terry Velasquez from Rossville High School. She contributed the following helpful information about a career program done by her school district, USD 372 at Silver Lake, KS. The model is an indication of what infusion and collaboration can accomplish in the way of preparing high school students for the world of work.

Ms. Velasquez's career information/job seeking unit and Silver Lake High School Annual Career Fair schedule is provided as an aid.

Career Fair Schedule Model:

Registration	7:30-8:30 H.S. Gym	Career Representatives sign in. Receive name tages, lunch passes. Students will be available to assist Career Representatives to their pre-assigned tables in the gym.
Welcoming Address by high school principal	8:30-8:35 H.S. Gym	
First session	9:00-9:35 Gym	Grades 10-12
Second session	9:45-10:45 H.S. Gym	Grades 9-12
Third session	10:20-11:20 H.S. Gym	Grades 8-12
Fourth session	11:20-11:23 H.S. Gym	Grades 8-12
Closing address	11:20-11:25 H.S. Gym	Guidance Counselor
Lunch	11:25-11:55	Career Representatives

List of Aministrations for Attending Schools

Approximately eight different area high schools are invited to the Career Fair. Ms. Velasquez stated approximately 800 students were scheduled to attend. Coffee and donuts were served to Career Representatives. A list of suggested questions for career representatives was given each. Terry spoke of the heavy involvement of all school personnel and area businesses. It sounds like a great career education program helped carried out by a fellow English teacher from a smaller, rural Kansas school district. Others are encouraged to suggest it to their superintendents.

Terry Velasquez
Rossville High School

*Courtesy of Ms. Velasquez

ENGLISH DEPARTMENT
ENGLISH III
(All Juniors)

Career Information/Job Seeking Unit

Unit Objectives

Broad (non-measurable)

1. The student will become better prepared to compete in the job market.
2. The student will become familiarized with the requirements for a specific career.

Behavioral Objectives

1. The student will successfully complete a letter of application.
2. The student will successfully complete a letter requesting a reference.
3. The student will successfully complete a letter of thank-you for a reference.
4. The student will successfully complete a resume or job qualifications brief.
5. The student will successfully complete a mock job interview.
6. The student will successfully complete research and prepare a written report on all aspects of a chosen career.

CAREER PREPAREDNESS IN THE ENGLISH CURRICULUM

by

Sarah L. Hanke

B.S.E., Emporia State University, 1971

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTERS OF SECONDARY EDUCATION

Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1986

AN ABSTRACT

CAREER PREPAREDNESS IN THE ENGLISH CURRICULUM

The purpose of this study was to examine the issue of career education and to investigate the following question: Are high school students being provided the career preparedness necessary to successfully pursue their chosen careers?

Research was studied in order to draw sound, practical conclusions about the relationship between career education and the English curriculum, especially of smaller, rural Kansas school districts. Pertinent literature was reviewed and two surveys were used to determine the answers to the following questions:

1. What is the purpose of career education?
2. What role does career education play in the student's over-all educational preparation?
3. What is the working relationship between career education and the English language arts program of secondary schools?
4. What is the presently perceived level of career education need and coverage in smaller, rural Kansas school districts?
5. What accounts for the present level of career education coverage?
6. What is needed in view of the current picture portrayed about career education?

Results from the study of career education revealed several important findings. These findings reinforced the belief of the author that high school students did need greater career education

inclusion in the secondary school program and that a mutually compatible relationship did exist between career education and the teaching of English subject matter. It appeared that if English teachers were to integrate more career education in their English curriculum and were to work in a collaborative fashion with others, then high school students could increase their level of career preparedness, thus more greatly assuring their chances of future career success and happiness in life.

The ultimate hope of the author was to alleviate any misgivings English teachers may have in regards to infusing career education in their existing English language arts programs. For the successful inclusion of career education in the English curriculum depends on the English teachers' acceptance of the concept. To assist in the implementation of greater career education in the English program, several suggested goals, objectives, learning activities and resources are made available to interested readers.